



# PSHE (Personal, Social, Health and Economic incl. British Values, Relationships education, Health incl. Wellbeing Education) at Azbuka Bilingual Primary School

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PERSON RESPONSIBLE: Head Teacher  
Approved by: Governors of AZBUKA Foundation  
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At Azbuka, we use PSHE to help our children to become independent, responsible citizens who have an awareness of right and wrong. Children are exposed to both English and Russian cultures, traditions and beliefs, developing an empathy and deeper understanding of different cultures and traditions. In-line with the curriculum, and the needs of our children, the teaching of PSHE equips pupils to leave primary education with a solid understanding of social skills, moral beliefs, sex education, **health (incl. wellbeing) education and relationships education and we will continue to strive to meet all aspects of the PSHE curriculum at Azbuka Primary.** We also ensure that enrichment to the PSHE curriculum is provided through many themed days, charity events, and school initiatives, linking to children's SMSC:

- Pastoral support in line with school ethos
- Home learning
- Assemblies
- 'Activity Clubs' at break/lunch times encourages positive relationships
- Worry box, allows children to express their feelings anonymously (discussed in PSHE sessions)
- Joint projects with English and Russian departments
- Fundraising fair at Christmas and Summer
- Bi-weekly school council meetings, gives pupils a voice and teaches democracy
- Trips and visits, eg Visits to the elderly care home teaches empathy, respect and tolerance, builds positive relationships in the community
- Our bilingual assessments that take place in Autumn and Spring terms focus on a PSHE theme (2020-2021: Keeping Safe; Building Positive Relationships)

- Books on display in the hall promote diversity, inclusion, and discussion around key themes)

At Azbuka we use the '3D Dimensions' syllabus which contains many units relating to current issues within today's world and society, while providing full coverage for all areas of PSHE. Lessons are taught through a variety of teaching and learning styles such as role-play, storytelling and games and these are extremely effective when engaging pupils, making learning purposeful and have had positive feedback from the pupils. In addition to this, some elements of PSHE are taught as stand alone lessons, but the majority is embedded throughout other subjects incl. World Around Us, in our regular assemblies, as well as the texts we expose children to in English, Russian and in Philosophy sessions. We strive to ensure that every child and adult connected to our school is aware and committed to this goal.

We ensure that PSHE is interwoven throughout the entire curriculum at Azbuka Primary and will be touched on in some way discreetly, every day in every lesson: whether that be through being a positive role model, developing teamwork skills or showing respect and care towards others and themselves. PSHE lessons are also taught separately as necessary, but through careful guidance and collaboration, a priority has been that all teachers have woven PSHE lessons into their topics, ensuring that they are relevant, pertinent learning experiences and tie with the overarching themes of the term. For example, when linking healthy eating to Design and Technology in Year One, teaching e-safety and safe relationships online with Computing in Year Four or when learning about family dynamics in the Early Years and Foundation Stage as well as in many other key curriculum areas like Physical Education, Science, English, Russian and History. Through this careful planning, teachers are able to make learning links more valid, increasing and developing life-long learning skills and ensuring that children's well-being is a priority across the curriculum – whether they are developing their own health through kicking and catching balls or learning about empathy when taking on historical character roles or writing about different people and their views in English.

Every interaction at Azbuka Primary has links with PSHE. Adults and children alike are treated with and treat each other with respect. Our school ethos that 'Everyone is Welcome' has our core values of determination, excellence, inspiration, courage, friendship, respect and equality at its heart, align with the key values of PSHE education. We ensure that relevant training is undertaken and support offered to staff in their daily work with children and we teach using the Growth Mindset approach, supporting children to develop their understanding of how they learn, what works for them and how to develop numerous problem solving skills enabling the power of 'yet' and teaching children that with hard work and determination, they can achieve any goal that they set themselves.

We believe strongly that through relationships education, we will be able to further equip children with the knowledge that they need to create and maintain healthy, happy and safe relationships and that they will understand and report abuse, safeguarding children. We are

excited to be further providing opportunities to enable children to be taught about positive emotional and mental wellbeing and to provide key coping strategies for them to enter the wider, ever-changing world. We ensure that standards of PSHE teaching are high through lesson observations, that learning is pertinent and remembered through discussions with children and feedback is shared with SLT and staff as well as attending PSHE training as necessary.

PSHE Overview

**Key Units:**

- **Living in the Wider World**
- **Safety and Wellbeing**
- **Relationships**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Being me in my world Incl. online (Rules, choices, celebrating differences)	I'll be there for you (friendships) Как быть хорошим другом.	Body and mind/Coughs and sneezes (being healthy)	Dreams and goals О чем я мечтаю? О цели в жизни.	Celebrating difference (what makes me unique)	Changing me (how we change as we grow older) Я расту и меняюсь.
Year 2	Being me in my world (Rules, road rules, choices, celebrating differences).	How the internet and digital devices can be used safely to find things out and to communicate with others.	How feelings can affect people's bodies and how they behave.  Things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)	Everyone has different strengths.  Some of the strengths and interests someone might need to do different jobs.	The role different people play in our lives.  Different types of families.	How people make friends and what makes a good friendship.  How to ask for help if a friendship is making

		The role of the internet in everyday life That not all information seen online is true	How to manage when finding things difficult.			them feel unhappy.
Year 3	New Beginnings Being part of a new community Respecting our neighbours	Choices How we can make positive and negative decisions, and their emotional impact	Social justice How do our economic choices affect people in other countries?  How can the law help us to be fair?	Healthy living How can we choose food that is good for us?  What are bacteria? How can we keep ourselves safe from infections?	Why do we need rules?  How do we assess the difference between a risk/danger/hazard? Incl. Online  How can we keep others safe?	Taking care of ourselves Who can we turn to if we are scared or anxious?  What do we mean by trust? How do we show others that we can be trusted? What do we do if we feel we can't trust someone else?
Year 4	What is a refugee? What is migration? How can we	How do we deal with bullying?	Understanding different beliefs - how do you deal with different opinions?	How to care for our environment - local and global	How do we assess the difference between a risk/danger	Taking care of ourselves Who can we turn

	<p>welcome people to new countries? Locate countries and map refugee routes. Explore the countries and the situations that have forced them to flee.</p> <p>Where does food come from, how to waste less food, packaging/plastics, what do/should we do with waste food?</p>		<p>Exploring different cultures in our local area.</p>	<p>Looking after our world.</p>	<p>/hazard? Incl. online First Aid for kids</p>	<p>to if we are scared or anxious?  What do we mean by trust? What is stranger danger? Incl. online  Wellbeing and relaxation.</p>
Year 5	<p>Habits/signs of -ve mental health/re-frame -ve thoughts/assessing risk, incl. online</p>	<p>taking care of our mental health/managing setbacks</p>	<p>Rights and responsibilities /diversity in the community/motivation for work</p>	<p>internet sources - reliable?/prioritising spending, budgeting/keeping money safe</p>	<p>Family structures / healthy relationships / friendship +ve and when to spot -ve/</p>	<p>Giving permission and consent / how to debate topical issues and challenge appropriately</p>
Year 6	<p>Marriage and Commitment to a loved one</p>	<p>risks involved in gambling; and their</p>	<p>Who to trust and who not to trust, when a friendship is making you</p>	<p>Internet Safety  how information and data is</p>	<p>what a stereotype is, and how stereotypes can be unfair,</p>	<p>to identify the kind of job that they might</p>

	<p>Family Relationships (+ve/-ve and where to seek advice)</p>	<p>impact on health, wellbeing and future aspirations</p>	<p>feel unhappy or uncomfortable, managing conflict, critically considering online friendships and sources of information awareness of the risks associated with people they have never met</p>	<p>shared and used online rules surrounding distribution of images about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation how to report concerns or abuse, and the vocabulary and confidence needed to do so</p>	<p>negative or destructive about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>like to do when they are older to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
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Safety and Wellbeing

Living in the Wider World

Relationships

<p><b>Assembly Overview</b></p>
<p><b>Autumn 1</b></p>

New beginnings - Welcome back - Rules and Expectations  
International Day of Peace  
Fire Safety  
Black History  
Halloween  
World Teachers Day/День учителя  
World Mental Health Day  
Celebrating Achievements

## Autumn 2

Diwali  
Remembrance Day  
Children in Need  
Anti Bullying Week  
Internet Safety - NSPCC  
Shoobox / Toy appeal  
Celebrating Achievements

## Spring 1

New Year Resolutions  
Russian Orthodox Christmas - Святки и Рождество  
Burns Night - Robert Burns  
Chinese New Year  
Recycling  
Saint Valentine  
Make Your Dreams Come True Day  
Celebrating Achievements

## Spring 2

Ash Wednesday and Lent  
Pancake Day and Russian Maslenitsa- Масленица  
International Women's Day  
World Book Day  
St Patrick's Day  
Mindfulness  
Mothering Sunday  
Easter Story  
Victory Day- День победы/День Памяти  
Celebrating Achievements

## Summer 1

Keeping Healthy- International Dance Day  
Eid  
Fair Trade  
International Day of Families  
Being Eco-Friendly  
Celebrating Achievements

## Summer 2

PRIDE week  
 Queen's Jubilee  
 Russian Language Day-День русского языка  
 Healthy Eating Week  
 End of Year Achievements

Safety and Wellbeing

Living in the wider world

Relationships

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	E.Geography - Locational Knowledge UK countries, Continent of Europe, comparing City Landmarks of London to City in Russia	Geography - Physical Geography Comparing England's landscapes to Russia's. Seasons	History - Changes in living memory Toys  Empire Change	History - Significant Individuals and Space Famous astronauts	Geography - Human and Physical Geography Living near the poles Comparing to the Equator  Ecology Land use	History - Changes in UK and Russia Prehistory Prehistoric
Year 2	Geography - Locational Knowledge River Thames	History - Significant Events The Great Fire of London	History - Changes in Living Memory Me and My Family	History - British History Study Victorian era Royalty  Empire Change	Geography - Physical Geography Ecology Migration of birds in UK and Russia	Geography- Rainforests

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	History - Changes in Britain Brief: Stoneage to Anglo-Saxons in depth, Vikings	Geography- Physical Inside the Earth	Geography - Locational and Physical Ecology The Polar Region  History - Significant	Change History - Significant Individuals Peter the Great  Geography - Locational Knowledge Capital City/Cities Characteristics	Geography - Human Land Use Farming in England and Russia  Digestion  History -	History - Human, Physical and Locational Travels around Europe How people travel



Year 4	History - The Greek Empire and its impact on Britain and Russia  Empire Innovation / change	Science/Geo graphy What lies beneath our feet?  Soil, fungus, plants, life inside the soil. Ecology	History/Geogr aphy Changes in Russia Ancient Rus and slavic roots. From pagan gods to christianity. Trading roots.	Geography Physical and Locational Ecology Oceans Ecosystems Pollution	Science Human body Respiratory System (animals and humans) Viruses and bacteria	History Changes in our areas Local area study London and Edinburgh compared to Moscow and St Petersburg
Year 5	History History of the written word and number. Cyrilic script. First printed books in Russia (significant people and innovation)	History -  The achievement s of the earliest civilizations Ancient Egypt	Geography  Transiberian Railway Taiga Forest Cities etc	History  British History Study The Tudors  Tyrant, empire Unrest Religious battle	Science  Flowering and nonflowering plants Reproductive systems of plants.  Human body??? Circulatory system	Geography/Science  Astronomy - Links to Ancient Greece where it was developed Effect of sun and moon Destruction Extreme weather
Year 6	Geography Great Explorers/ Expansion of Russian territories. Far East/North of Russia Russian republics. Kamchatka peninsula	Geography -  Japan and China as a comparison? ????	Human body changes Puberty Reproduction	History - British History Study WW1 (link to Russia Great Patriotic War) - WW2 UK and Russia  War, tyranny, empires at war, evacuation, community	History  Russian revolution Last Russian tsar Big historical figures in Russian history related to the period. (Nikolai the first, Lenin, Stalin) Great Patriotic War	History - Changes in living memory Music through the decades / Fashion Clothing Design Technology and Innovation  Change

### Example of Autumn Philosophy Plan

Autumn 1 Session	Year 1 and 2 Being in my world	Year 3, 4, 5 Empathy / Wellbeing
1	Introduce and establish ground rules for speaking and listening. Play would you rather...?	Recap ground rules. Play would you rather...? Warm up with chn expected to give reasons.
2	Recap ground rules. Play I went to the shops and... What went well?	Recap ground rules. Play philosophical game – magnet Introduce stimulus – Read Silly Billy Draw out likes/dislikes/questions
3	Recap ground rules Play But What if ...? Game Use picture stimulus from Anthony Browne –Silly Billy How does it make you feel? Why?	Recap ground rules Play philosophical game – Would you dare? Is there ever a time when it's ok to not be kind? What is kindness? Vote Mini enquiry.

Autumn 2 Session	Year 1 and 2 Keeping Safe (Health and Safety)	Year 3, 4, 5 Keeping Safe (Internet Safety, Anti-Bullying)
1	Introduce and establish ground rules for speaking and listening. Play magnet game.	Recap ground rules. Play Sort out game - Warm up with chn expected to give reasons.
2	Recap ground rules. Play would you rather. What went well?	Recap ground rules. Play philosophical game – concept line Introduce stimulus – Watch BBC Clip about Girl who is being bullied Draw out likes/dislikes/questions
3	Recap ground rules Play But What if ...? Game Use picture stimulus from Oscar and The Bird How does it make you feel? Why?	Recap ground rules Play philosophical game – Vote with your feet. Linking bullying to death/loss of self... Can we regain the life we lost? Can we avoid this loss? Can we prevent this loss? The value of life?